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Editorial

CINCINNATI A CLASSICAL STRONGHOLD

Among "Current Events" in the present number of the *Journal* will be found a notice of the successful presentation of the *Frogs of Aristophanes* by the Greek department of the University of Cincinnati under the direction of Professor J. E. Harry. Such activities testify to the vitality of the Greek department itself; but another recent incident in the same university is of far greater import, because it shows that the institution as a whole is alive to the value of the classics. In January of this year the following manifesto was issued:

We, the undersigned professors of the University of Cincinnati, consider the study of the classics in the high school essential to the best preparation for college; and we should prefer as students of our respective subjects those who have included among their studies in the high school both Latin and Greek.

This manifesto was signed by the deans of the College of Liberal Arts, of the College of Engineering, of the Graduate School of the College of Commerce, and the dean of women; also by the heads and associates in a large number of departments commonly supposed to be widely separated in interest from classical subjects. In short, the university is practically unanimous in the statement above quoted. The University of Cincinnati is to be congratulated on the broadmindedness of its faculty, and the cause of classical training is equally to be congratulated on such support.

THE MEMBERSHIP OF THE CLASSICAL ASSOCIATION

The *Classical Journal*, in closing its eighth volume, takes pleasure in commenting upon the present condition of the Association

and its outlook. The present membership is 1,802. When we think of the entirely unorganized condition of our great territory eight years ago, not to mention the other great fields of the northern and southern Pacific coast which also have organized in more recent years; and when we consider that the workers in these great fields were not only disorganized but voiceless, that the classical army was not an army at all but a vast aggregation of individual workers unknown to each other in great part, and having no consciousness of working in a common cause; we have much reason for encouragement in view of the present status. Our classical workers are organized the country over; and for our own great association and its allied associations the *Classical Journal* is the voice by which one may speak to all, and by which many have found opportunity to express the results of their experience and study. By "Current Events" also we have been able as never before to gather up the news of the movements and interesting activities of classical workers whether of institutions, associations, or individuals.

Our members will be interested to know how our numbers are divided geographically. The distribution is as follows: Alabama, 20; Arkansas, 12; Colorado, 34; Florida, 23; Illinois, 243; Georgia, 29; Idaho, 12; Indiana, 139; Iowa, 142; Kansas, 137; Kentucky, 62; Louisiana, 26; Michigan, 108; Minnesota, 70; Mississippi, 20; Missouri, 128; Nebraska, 65; North Carolina, 21; North Dakota, 22; Ohio, 200; Oklahoma, 15; South Carolina, 12; South Dakota, 19; Tennessee, 43; Texas, 52; Virginia, 35; West Virginia, 12; Wisconsin, 100.

THE DIRECT METHOD OF TEACHING THE CLASSICS:
THE AVAILABILITY OF THE METHOD FOR
AMERICAN SCHOOLS¹

BY JOHN C. KIRTLAND
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There has fallen to me the ungracious task of attempting to blunt the enthusiasm aroused by the speakers who have preceded me. My willingness to make the attempt comes from the conviction that the propagandism of the direct method endangers the cause which it hopes to serve. At this critical time we cannot afford to try any experiments that may fail, and there still persists in my own mind the doubt regarding the general success of the direct method, at least in this country, which I expressed at our meeting in 1909. At the same time I have no wish to qualify a single word that I said at that time in recognition of the extraordinary value of Dr. Rouse's work and the success of his method in the Perse School itself. And I hope no one will suppose that my attitude is that of a mere "stand-patter," for I hold radical views regarding the necessity of a reform in our teaching. In what I have to say I shall confine myself to Latin, since there is no likelihood that the direct method will affect to any considerable extent the teaching of Greek in our schools.

Advocates of the direct method make much of the fact that it is not new, but none of them, so far as I know, has explained how it came to be abandoned. It was the inevitable method while Latin was still written and spoken. I shall avoid the question whether it is not even now the surest road to complete mastery of the language, though I shall dispute the validity of some of the arguments with which the contention that it is the only road is supported. To join issue, it is necessary to keep in mind just what the method is, and what it is not. Its two essential principles are: "The thing or act

¹A contribution to the discussion at the meeting of the Classical Association of New England, Worcester, Mass., April 12, 1913.

should be associated directly with the foreign word, not described indirectly by the intermediary of an English word; the accident and syntax should be taught through use, i.e., speaking, reading, and writing, before paradigms are learnt by heart, not vice versa" (Dr. Rouse in the *Cambridge Daily News*, January 16, 1909). We must not make the mistake of confusing it with an imitative conversational method, for it uses conversation only so far as conversation serves its larger purpose. On the other hand, we cannot allow it to claim as peculiar to itself all the advantages of oral teaching. An eminent American scholar describes it as if oral translation from English into Latin distinguished it, recognizes translation from Latin into English as appropriate to it, and leaves absolutely nothing of the direct method itself. The direct method is, to be sure, eclectic, as all good methods are. It combines elements of the psychological method, the inductive method, and the conversational method; but it brings all these elements into harmony and informs them with a common purpose. While I am on this point, let me say that the so-called *colloquia* in our beginners' books, unless they are offered and accepted merely as examples, do not make for either direct or oral or conversational method.

Those who urge the adoption of the direct method in this country have begun to tax the timid with obduracy, speaking as if the method had had a full and convincing trial. I have been unable to find a single American school in which it has been used throughout even the first year of the school course. In England there were said to be in 1912 only two students who had learned all their Latin and Greek to the university stage by the direct method. It is in use, I believe, in only a few small schools. "Most classical teachers do not believe in these changes, and, to justify their skepticism, point to failures, mistakes, and imperfections" (Jones, *Classics and the Direct Method*). I offer these only as negative arguments. One is sometimes tempted to think that slowness in gaining ground is indicative of strength rather than weakness in a new cause.

We are asked also how we can refuse to be persuaded by the use of the method in the teaching of the modern languages. Is not this a vicious circle? The newer ways of teaching the modern languages have started with the assumption that the methods used in teaching the classics were not valid for living tongues belonging to our own

civilization. Then it has not yet been established that the direct method is the best way of teaching American boys and girls the modern languages.

The "reformers" make many extravagant assertions, as reformers are wont to do, and especially regarding the relation of their method to the ability to understand the great classical writers. So Mr. Jones can say: "The lessons of ancient life are embodied in literature, and that literature cannot be thoroughly appreciated by anybody unless he can speak, and apprehend when spoken, the ancient language." I fancy it is not worth while to give serious attention to such a statement as this, since it must be contradicted, for some one language at least, by the experience of everyone in this room. If we have modest misgivings of our own understanding and appreciation of the ancient literatures, what are we to think of Jebb and Munro and all the other great interpreters of the classics trained in the public schools of England by methods the antipodes of the direct? Are our renderings of the Old Testament vitiated by the fact that the translators did not speak Hebrew? I am reminded of the remark of an English scholar, to the effect that the Germans had no business to emend the classical poets, since they had not been trained to write Greek and Latin verse. If we consider the style of the authors which we put before our students, we may even find reason to ask whether any conversation that we can compass in our classrooms will really help to the grasp of this style. Furthermore, we should be forced in our conversation to limit ourselves for the most part to the concrete, and to deny ourselves a close approach to the great thoughts of such an author as *Vergil*. Words and syntax would doubtless become more vital, but not the supreme ideas. I cannot be persuaded that the average student can be brought to think in Latin, as it is called, without an enormous and unprofitable expenditure of time. So long as the object or act can be shown him, or a representation of it, direct apprehension is comparatively easy, though even here the thought of the English word almost invariably presents itself; but we cannot go far in this way. Translation into the vernacular is a help to the understanding of a passage as well as the final test of this understanding.

My experience does not allow me to accept the assumption that

our students can be taught to read Latin with enough expression to show that they understand what they are reading, or do not understand it. One can insist that they put together the words of a simple phrase which stand together, and that they distinguish a question from a statement, but this is about as far as one can go. I find few boys who can read English expressively. Yet there is something to be said on the other side. Few of us would enjoy English literature, or indeed have much acquaintance with it, if we felt obliged to make sure that we knew the connotation and construction of every word and the full meaning of every allusion. What is more to the point, our introduction to the great writers did not come about in this way. We read ourselves into understanding of them. So, perhaps, our students might learn more Latin if they read more and gave less time to formal discussion of subjunctives and the like. The mechanical translation that is often accepted by the teacher does not itself require or show comprehension of the thought that animates the original words. I have had a boy translate, "Troilus, his arms lost, yet holding the reins"; and then ask how Troilus could hold the reins if he had lost his arms. Paraphrases and summaries should be called for frequently, but it does not follow that these should be in Latin. Nor, by the way, does the direct method remove entirely the temptation to use "ponies," as its advocates assume. At most it can accomplish little more in this direction than preliminary translation of the advance in class. If reading is not a sufficient test of the student's understanding of the text, what other is to be employed? Dr. Rouse's answer is, question and answer in Latin. To me translation seems surer and quicker. In my own classes I should have to assume that there was scarcely a sentence of Cicero or Vergil that was clear to everyone. Few would have such a command of Latin as to be able to set forth a complicated difficulty, and my own Latin explanations of all but the simplest things would add to the confusion. Besides, one would have to reckon with the student's unwillingness to say in a strange language even those things that he knew. The answers which he did vouchsafe would be likely to be of an unsatisfying brevity.

Let me quote one of the two boys who have been taught by the direct method throughout their six years of Latin and four of Greek

in the Perse School. I give some of his answers to questions submitted to him by one of his teachers, an exponent of the method. "In the initial stage everything seems very hazy and muddled, and for a really clear explanation of these cases, or other complicated points, English must be used." "What I read I think about and criticize in English, and very much from a present-day standpoint." "Even in a Latin lesson I think for the most part in English, at any rate whenever I think *carefully* about anything." "A difficult point can seldom be satisfactorily thrashed out in Latin. Literary discussion or remarks, explanations of points of philosophy, etc., are best in English. Some passages need translation; e.g., Vergil's lines about the Labyrinth gave us a distinct impression, but it was not until we tried to translate and analyze them that we saw how little we had mastered them." "Translation to English always makes you sure of a passage, and translation from English is still more important." "Its [the direct method's] chief disadvantages are: (1) That so much depends on the teacher and his personality; (2) that it gives (unless great care be taken) a tendency to inaccuracy in details which is difficult to conquer." On the need of some English which the students express, Mr. Jones comments: "The more English he [the teacher] gives them, the more they will want. The use of English is, in the earlier stages at least, a kind of drug habit."

I do not regard these objections to the theory of the direct method as conclusive, and have presented them only because they appear to me worthy of consideration in their bearing upon my proper subject. Now I pass to the peculiar obstacles to the adoption of the method by American schools. Four years ago I told you that Dr. Rouse was employing it under particularly favorable circumstances—the fact that his boys could speak French before they began Latin, the small classes, and his own extraordinary resourcefulness. I might have called attention also to other differences between the conditions of his work and our own situation. In the first place, his students are considerably younger. While this fact increases the credit of his success, it diminishes the value of his experience for us. He himself has called his method "the nursery method"; and it is, in the earlier stages at least, suited

rather to young children than to our older and more sophisticated students, who would not be greatly stimulated by some of its devices—motor presentation, for example, and the use of pictures. Then, too, the success of the method depends upon slow progress in the first years, slower than the requirements of our colleges permit. In the year 1908-9 there was no study of the continuous text of a Latin author in the first three classes of the Perse School. In the fourth-year class Caesar's *Civil War* and Ovid's *Metamorphoses* were read—how much of each I do not know. On the reading of the third year there is this comment in the report published by the Board of Education: "It is a pity that there are not a few Readers easier than Simplified Livy. Rapid reading would be particularly useful at this stage, but without very simple Readers it is impossible." This slow approach to the literature would at present be impossible for us. I do not mean to say, however, that it is not the better way. Our hurry in the first two years is unquestionably the prime cause of all our woes. Not only do the colleges require much more than we could do by the direct method, but the examinations which they set are not suitable tests for candidates taught in this fashion. The much simpler English examinations cause the same difficulty, as is shown by Mr. Jones's complaint: "Perhaps the greatest obstacle to progress is the character of our elementary examinations. These are not adapted to the attainments of young pupils taught with other aims in view than the power to translate and to answer questions on grammatical details."

There are still other practical considerations that cannot be neglected. As Mr. Barss has pointed out in his article in the *Classical Weekly* (November 16, 1912), new students cannot be admitted to a class that has been learning by the direct method unless they have been trained in the same way. At Exeter we could not carry the method beyond the first year until it had come into universal use throughout the country. Moreover, books are of almost no importance in the direct method; everything depends upon the teacher. The answer to the objection that most American teachers are not competent to handle the method blinks the plain facts. It is said that all that is needed is the will to make essay, that one *viris adquirit eundo*. That Dr. Rouse holds this view

causes no surprise, for he has in mind the teachers of England, who have been saturated with the classics from early boyhood, many of whom keep up as a pastime the writing of Greek and Latin verses begun as a task when they were youngsters. Our teachers have often no very secure hold upon the elementary facts of the language. We have been told repeatedly during the last two or three years that it would not be safe for the great majority of them to undertake to translate with their classes out of the beaten path. Even those of us who have read more widely have not enough practice in writing Latin to render easy the occasional composition of a congratulatory address or an inscription. As to speaking, how many of our teachers of French and German can do that fluently and correctly in the language which they teach? And what promise is there for the direct method in Latin when teachers are demanding almost unanimously that the colleges give up the so-called advanced examination in Latin composition?

If I seem to you to have treated the method captiously so far, I have yet to give the reasons which underlie my belief that its adoption by us would bring certain disaster. We must remember that in this country the majority of those who begin the study of Latin drop it after not more than two years, while only a minute proportion continue it in college. It is evident, then, that we cannot point to knowledge of the literature as the fruition of our work, nor could this be attained in so short a time by any method. We must so teach as to contribute potently and manifestly to the education of those who are to stop short of this knowledge, and at the same time open the way for those who are to go on. For the former class the mastery of the language, to quote what I have said elsewhere (*Proceedings of the National Education Association, 1910*),

is valuable chiefly for the acquaintance with the laws of language which it involves and for the training in English style which is, in translation, its outward and visible sign. Now, a strict application of the direct method would mean the disuse of translation and of formal grammar. The student's knowledge of the meaning of the original would be tested by the expressiveness of his reading and his ability to paraphrase or to explain in the language of the original. Grammar would be taught by the inductive method. I do not for one moment suppose that the highest knowledge of a language consists in familiarity with the grammatical categories in which its usages are classified, or

that it has any inherent and necessary connection with translation. I am concerned only with the pedagogical problem of teaching Latin to the American boy or girl who can give to the study only a fraction of from one to four years. Finally, I am apprehensive that the adoption of the direct method would render it still more difficult than it now is to convince the public of the educational advantage of Latin as compared with the modern languages. We should have to surrender the arguments based upon our scientific procedure, the logical and linguistic discipline afforded by the conscious comparison of two languages so dissimilar in their expression of thought as Latin and English, and the training in the use of English which is conceded to be gained from conscious, laborious translation.

Professor Lodge says that the public is not interested in these reasons. I should say that it is interested in these alone. Parents seldom give any others for desiring that their sons should study Latin, and they form the basis of such support as is given the classics by the officers and graduates of our schools. This support would be withdrawn if we took up the direct method. The recent utterances of some of our own number as to the futility of translation disregard the testimony of experience and ask us to surrender an impregnable position. Most of the great wielders of English prose and verse have formed their style through translation, and many of them have testified to this. In fact, it has been agreed until just now that the chief justification of the place of Latin in the schools is to be found in the effect of translation. Bennett says (*The Teaching of Latin and Greek in the Secondary School*): "First and foremost, I should say Latin is of value because it confers a mastery over the resources of one's mother-tongue. This mastery comes as the direct and necessary result of careful translation. To my own mind this reason weighs more than all others combined." Kelsey (*Latin and Greek in American Education*) puts "training in the essentials of scientific method" first in his enumeration of the ways in which "Latin and Greek become effective as educational instruments"; and gives as the second way: "by making our own language intelligible and developing the power of expression." This high estimate of the value of translation is shared by foreign authorities. Dettweiler says (*Baumeister's Handbuch der Erziehungs- und Unterrichtslehre*, quoted by Bennett): "We must not forget that the real strength of Latin instruction lies in the recogni-

tion of the wide difference of ideas, which is brought out in the choice of words and phrases as one translates from Latin to German." In France the movement for the restoration of the classics to their old place in the schools turns upon the decadence of that precious thing, French style.

When all is said, one cannot altogether regret the agitation that has followed Dr. Rouse's visit to this country, for it is stimulating us and hastening the examination of our mechanical teaching which we had already begun to make. Many of the reforms that have been made subsidiary to the direct method we must sooner or later accept. The result will be the relegation of the stereotyped commentary and other apparatus of the printed book to a subordinate place and the substitution of the teacher's adaptations to the needs and capabilities of his own students; the substitution too of forward-looking teaching for much of the hearing of set lessons; postponement of difficulties until they must be faced, and the use of a great deal of graduated easy reading during the first years, so that the difficulties may not arise too soon or too close together; so thorough a grounding in grammar in these first years that later on the work on forms and normal constructions can be confined largely to the exercises in composition; recognition of the importance of the spoken word in the teaching of language, leading to constant, careful reading of the Latin text, translation at hearing from English into Latin and, in the first year, at any rate, from Latin into English, and even Latin conversation, so far as it does not add to the student's burden, and helps to hold attention or fix a form or construction. We may, indeed, safely adopt all that goes with the direct method except its directness.

Notes

[Contributions in the form of notes or discussions should be sent to John A. Scott, Northwestern University, Evanston, Ill.]

THE HERCULES AND IOLE CONVERSATION

In the April *Journal* A. L. Keith asks whence the words in Emerson's *Essay on Character* attributed to Hercules and Iole.

The edition of Emerson's *Works* annotated by the author's scholarly son, Edward Waldo Emerson, and published about ten years ago, contains this note: "This conversation seems to have been of Mr. Emerson's invention."

Shall we not accept this comment as authoritative and conclusive?

W. R. KERSEY

A STUDY IN LATIN ORDER

Sentence order is the student's main difficulty either in Latin composition or in translation. And yet if he ever appreciates or enjoys a piece of classical literature, he must first of all feel at home with its author's form of expression. Now while in English the periodic sentence is unusual and rhetorical, it is in no sense strange or unintelligible; and much can be done to assist the student if Latin order is constantly taught, not in its dissimilarity to the English loose sentence, but in its similarity to English of rather unusual type.

In order to be a surer aid to her classes, the writer made a careful review of Caesar's sentence order, based on the equivalent of four books of the *Gallic War*, and obtained the following gleanings: periodic sentence and clause modifier (too trite for special value); the phrase and minor group modifiers as closed units, e.g., "a compluribus insulae civitatibus," "Martem bella regere," and adjective order. The last was the really enlightening feature.

By forced conclusion the text proved that in matters of detail—word-modifiers especially—Caesar did not conform closely to the rules that many of his modern critics have laid down for the benefit of youths who gain their first knowledge of Latin narrative style through his well-known history. The selections used as a basis of study were Books ii, iii, iv, entire; Book v, chaps. viii-xxiv; Book vi, chaps. ix-xxix. By close comparison the deductions drawn from them apply to any of Caesar's works. The total number of nouns modified by adjectives, adjective-pronouns, or both is 1,387; of these the adjective precedes the noun 1,142 times, while the order is reversed only 245 times. Expressed in percentages, 82.35 per cent of the nouns are modified in the usual English order, as against 17.65 per cent in what may be called, for contrast merely, Roman order. All mixed expressions, such as "quibus omnibus rebus," "omni ora maritima," were placed in the smaller group.

An examination of this smaller group is most interesting. Notice how repetition limits it; the figure shows the number of times each expression recurs:

Populus Romanus.....	17	Pronouns.....	35
Res militares.....	6	Naves longae.....	4
Res frumentaria.....	7	Di immortales.....	2
Aere alieno.....	1	Res publica.....	6
Numbers (always specific).....	50	Locus (exact).....	16
		Rebus divinis.....	2

Referring these to their contexts, it will be seen that in certain expressions which became *set*, or when special emphasis was desired, the adjective was made more forcible by placing it after the noun, the conspicuous position. But in ordinary description the adjective precedes as in English. The following exceptions prove the rule:

Saepibus densissimis	Ope divina
Sectionem universam	Ora maritima
Clavis ferreis	Par magna
Acie triplici	Aeqinocti hieme
Pars interior	Plumbum album
Uxores communes	Castra navalia
Fines proprios	Tempore opportunissimo
Tigna bina sesquipedalia	

Each one is used when the author narrates something new to Roman experience, or wishes to be explicit in his report.

"Decima legio" furnishes an excellent example of noun and adjective used in either order. Even in the dramatic incident of the landing in Britain it is "decimae legionis"; "decima legione" when none but those gallant soldiers dared to meet Ariovistus. Here Caesar cared merely to name the company; but in chap. xlii, Book i, when he tells exactly how he employed his army, the words are "milites legionis decimae." The jesting legionary returns to the usual order. Or see chap. xxiii, Book ii, the description of the conflict with the Nervii.

So consistent is Caesar in his usage that quotation is suggestion rather than illustration. Any page may be taken to corroborate the principle.

Does it not seem then that, with first- or second-year students, to lay stress on adjective order is to exaggerate too small an item? That in the "maddening maze of things" the student has enough that is perplexing without it? And would it not be easier and wiser to point out reverse order as an unusual and emphatic thing, and to learn "res publica," "populus Romanus," "Naves longae" and the few other like expressions?

The writer, for one, has found it so and Caesar seems to furnish authority sufficient to justify this method.

ELIZABETH F. SMILEY

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Current Events

[Edited by Clarence W. Gleason, Roxbury Latin School, Roxbury, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; Walter Miller, University of Missouri, Columbia, Mo., for the Southern States; and by Frederick C. Eastman, the University of Iowa, Iowa City, Iowa, for the territory west of the Mississippi, exclusive of Louisiana and Texas. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

Harvard University

The Harvard Classical Club held its annual dinner at the Café Louis, Boston, on May 15. The president of the club, Dr. K. K. Smith, acted as toastmaster and addresses were given by Professors Herbert Weir Smyth, Albert A. Howard, George H. Chase, Charles Burton Gulick, and Mr. Frederick P. Fish. Professor Gulick was chosen president of the Club for 1913-14.

Pennsylvania

The Classical Association of Pittsburgh and Vicinity has completed the sixth year of its existence. The programs of the six meetings held during the year have been as follows: "The Oral Method of Teaching the Classical Languages," Miss N. Anna Petty, Allegheny Preparatory School; "Modern Politics in Ancient Rome," Professor B. L. Ullman, University of Pittsburgh; "Current Topics," Mr. N. E. Henry, Peabody High School; "A Practical Demonstration of the Direct Method of Teaching Latin," Miss N. Anna Petty; "A Poem by Bacchylides—Reading and Translation," Mr. D. D. Porter, University of Pittsburgh; "A Roman School in Ancient Times," Professor C. F. Ross, Allegheny College; "Reading from Homer," Mr. H. W. Cartwright, University of Pittsburgh; "The Linguistic Relations of the Balkan Peoples," Mr. C. R. Fisher, Allegheny High School; "The Balkan War," Mrs. H. F. Allen; "Pervigilium Veneris," Professor R. B. English, Washington and Jefferson College; "Greek and Roman Music," Professor T. C. Whitmer, Pennsylvania College for Women; "Pompeii" (illustrated), Mr. N. E. Henry; "Suffragism, 2,500 Years Ago," "Readings from the Antigone of Sophocles, with Modern Greek Pronunciation," Mr. Naum Perikleos; "The Influence of Homer on Education," Professor H. S. Scribner, University of Pittsburgh; "The Wit and Wisdom of Herodotus," Principal Maurice Hutton, University College, Toronto.

Holidaysburg.—An elaborate performance of Professor Miller's *Dido: The Phoenician Queen* will be given in the open air by the classical students on the ninth of June.

The Classical Club of Philadelphia held its final meeting of the current academic year on April 10, completing the eighteenth year of its existence.

The officers elected for the ensuing year are: President, Professor Walton B. McDaniel of the University of Pennsylvania; Vice-President, Professor Walter Dennison of Swarthmore College; Secretary-Treasurer, Professor Benjamin W. Mitchell of the Central High School. The papers before the Club during the year were: November, 1912, "Mercantilism and Rome's Foreign Policy," by Professor Tenney Frank of Bryn Mawr College; December, 1912, "The Noises of Ancient Rome," by Professor Guy B. Colburn of the University of Missouri (read by the secretary in the absence of the author); January, 1913, "The Monasteries of Meteora," by Professor Walter W. Hyde of the University of Pennsylvania; February, 1913, "Classical Sources in Elizabethan Drama," by Professor Felix E. Schelling of the University of Pennsylvania; March, 1913, "Tityretus, Ancient and Yet More Ancient," by Professor Walton B. McDaniel of the University of Pennsylvania, and "Parallels to the Circe Legend of the *Odyssey* in Vijaya's *Conquest of Ceylon*," by Dr. E. W. Burlingame of the Haverford Grammar School; April, 1913, "The Political Principles of Cicero," by Professor David Magie, Jr., of Princeton University.

The membership of the Club for the year just ended was fifty-seven.

Ohio

The University of Cincinnati.—We clip the following notice from the Cincinnati *Times-Star*:

The Frogs of Aristophanes, which have lain in a petrified state for more than 23 centuries, croaked once more on Saturday night when Dr. Joseph Edward Harry's translation of this classic comedy was given its first performance in America. The performance took place at Hughes auditorium under the auspices of the Dramatic club of the University of Cincinnati. For students of literature and dramatic history the event had special interest, and for others it furnished keen amusement. The performance by the student-actors was entirely creditable. The whole undertaking from the translating of the comedy by Professor Harry to its production in detail, was quite a formidable enterprise.

Illinois

Northwestern University.—Dr. Walter Leaf, author of *Troy: A Study in Homeric Geography*, will give the Harris Lectures in the Autumn of 1914. His subject will be *Homer and History*.

Chicago.—At the classical section of the annual conference of secondary schools with the University of Chicago held April 18, a committee, appointed the previous year, reported an outline of the minimum amount of form and syntax work recommended for high-school Latin, year by year for the four years of the course. The report was full and in detail. After considerable discussion, during which many helpful suggestions were made, the report was made one of the subjects for discussion at next year's meeting.

Mr. H. E. Matteson, of the Waller High School, presented the report of a committee which had already reported to the Chicago high-school Latin

teachers, as a broader and more attractive Latin course for high schools. Mr. H. F. Scott, of the University High School, described and illustrated the card method of drill in vocabulary and forms.

Wisconsin

The Latin League of Wisconsin Colleges.—Professor Moses S. Slaughter, head of the Latin department of the University of Wisconsin, has announced the result of the recent contest held under the auspices of the Latin League of Wisconsin Colleges, as follows:

Winner of the "Louis G. Kirchner Latin Memorial Prize," about \$250 in cash, and of the gold medal, Miss Helen Sawyer of Milwaukee-Downer College.

Winner of the silver medal, Miss Gertrude Schulz of Milwaukee-Downer.

Winner of the bronze medal, Miss Miriam Frink of Milwaukee-Downer.

First honorable mention is awarded to Miss Henrietta Bringham of Lawrence College; second honorable mention to Miss Lily Swanson of Lawrence.

The organization and purpose of the League were announced in the May number of the *Classical Journal*.

Milwaukee-Downer College.—Students of the Latin department gave a public Latin entertainment on the evening of April 11. The program was opened with the singing of Horace's *Carmen Saeculare*. Other odes of Horace upon the program were ii. 13, iii. 9, and ii. 3. Catullus' *Carmen Epithalamium* was sung at the close.

The musical numbers were diversified by scenes from plays of Plautus and Terence: Plautus, *Rudens*, Act I, scene i; Terence, *Adelphi*, Act I, scenes i, ii, and *Phormio*, Act II. All were given in the original except *Phormio*, Act II.

The students presenting this program represented Freshman, Sophomore, Junior, and Senior classes. They were trained by Miss Lena B. Tomson, professor of Latin.

Mississippi

The annual meeting of the Classical Association of Mississippi was held May 2, 1913, in connection with the annual meeting of the Mississippi Teachers' Association at Hattiesburg in southern Mississippi. The attendance was excellent and the interest decided. Papers were read as follows: "The Importance of Sight Reading," by Christopher Longest, University of Mississippi; "A Recent Visit to Some Classic Sites," by A. L. Bondurant, University of Mississippi; "The Mission of the Classics," by A. W. Milden, University of Mississippi.

Professor E. A. Bechtel, of Tulane University, was the guest of the association and gave an address which added to the interest of the occasion. The new officers for the ensuing year are: President, A. L. Bondurant, University of Mississippi; Vice-President, E. T. Price, Macon; Secretary, Miss Lillian Ellington, Greenwood.

Book Reviews

The Year's Work in Classical Studies: 1912. Edited by LEONARD WHIBLEY. Seventh year of issue. 2s. 6d.

"The time has now come," a European Assyriologist of standing and industry recently said, "when no one scholar can keep up with all the literature in our field." Yet before 1847 not a single Assyrian inscription had been deciphered; the reconstruction of the ancient civilizations of Babylonia has chiefly been accomplished within the lifetime of persons not yet seventy years of age. If such a statement, thought I on hearing it, can be made regarding a single subdivision of the department of Semitics, in which the remains are none too abundant, how hopeless would be the task of the student of the classics who should undertake to keep abreast of the publications relating to ancient Greece and Rome. For classical scholarship is obliged to undertake not merely the interpretation of two extensive literatures but in addition the ideal reconstruction of the Graeco-Roman civilization in all its aspects; it is concerned also with the history of classical studies since antiquity, and the influence of classical antiquity in mediaeval and modern times.

True it is that there are now available more good editions of Greek and Latin authors, for the facilitating of the student's work, than ever before, and more handbooks of excellent quality; but it is equally true that volumes of inscriptions and other archaeological material, facsimiles of manuscripts, collections of papyri, and monographs dealing with the various phases of ancient Mediterranean culture are appearing in greater number than in any previous period; while a goodly list of periodicals, and the serial publications of the academies, from month to month, and quarter to quarter, add to the ever-increasing accumulation of articles.

Under such conditions it is natural that so large a place in the journals should be given to reviews and summaries. It was, moreover, to be expected that the demand would stimulate the preparation of bibliographies and critical digests such as those published since 1873 in Bursian's *Jahresbericht*. These, however, do not bring within the reach, either of the student absorbed in his special studies or of the classical teacher who can devote little time to such reading, a well-ordered survey of the whole field, through a concise statement of the progress in each part. Such a survey, by no means complete, was presented for the quarter-century 1875-1900 by Wilhelm Kroll, who, invoking the assistance of other scholars, compressed sixteen summaries of progress into 537 octavo pages (*Die Altertumswissenschaft im letzten Vierteljahrhundert*, Leipzig, 1905). It remained for the Classical Association of Great Britain to meet the need in its own way, through an annual publication which should be at the same time comprehensive, authoritative, and inexpensive.

In the publication of encyclopedic works, the English just now seem to have set the pace for the rest of the world. The issue of the eleventh edition of the *Encyclopaedia Britannica* at one time with revision of the articles to the last days before going to press was probably, after making due allowance for some defects in detail, the most remarkable achievement of its kind since the invention of printing; and this work is now supplemented by a yearbook covering all knowledge, of which the volume dated 1913, it may be of interest to note, contains an admirable digest of "Archaeology and Excavation" for the Mediterranean countries in 1911-12. No other European nation has worked out systems of organization and co-operation with such success as have the English; and some things that are exceedingly difficult for classical teachers in the United States, where the distances between the parts of the country are so great, are easier for our British colleagues who can with less difficulty keep in personal touch with one another.

In the compass of 185 pages "The Year's Work in Classical Studies" for 1912 presents eighteen brief but carefully written summaries of as many departments of work. The names of a number of the contributors are well known in the United States. Excavations in Greek lands and in Italy are treated by F. W. Hasluck, of the British School in Athens, and by Thomas Ashby, director of the British School in Rome; prehistoric archaeology, by J. L. Myres; sculpture, architecture, and minor arts, by A. J. B. Wace; and numismatics, by George Macdonald. Lewis R. Farnell and W. Warde Fowler contribute the two chapters on Greek and Roman religion and mythology; Marcus N. Tod and G. L. Cheesman, of Oxford, those on Greek and Latin inscriptions; and M. O. B. Caspari and J. G. C. Anderson the chapters on Greek and Roman history. The summaries of the work in Greek and Latin paleography and textual criticism were made by T. W. Allen and A. C. Clark; a separate chapter, as previously, is assigned to the papyri, which was prepared by Arthur S. Hunt. The chapter on comparative philology, by P. Giles, covers the work of five years. W. H. Duke's chapter on literature is divided into three parts, comprising essays, periodicals, etc.; editions; and texts, anthologies, and translations. A chapter on philosophy appears for the first time, from the pen of J. H. Sleeman. The volume closes with a chapter on Roman Britain by F. A. Bruton, of the Manchester Grammar School. The subjects omitted this year, as grammar, lexicography, and metrics, will be treated in a later volume.

No two scholars in the same field would make precisely the same choice of material to be dealt with in so narrow limits, nor can complete agreement be expected in point of view or working method. In such a volume one does expect to find a logical grouping of related matter, characterizations free from obscurity, and accuracy of detail. In these qualities the little volume is strong, while the moderate price puts it within the reach of all who have more than a superficial interest in classical work.

FRANCIS W. KELSEY

ANN ARBOR, MICH.

Einleitung in die Altertumswissenschaft. Herausgegeben von A. GERCKE und E. NORDEN. II. Band, zweite Auflage. Leipzig: Teubner, 1912. M. 9.

The general purpose of this *Einleitung*, as distinct from that of the corresponding part of *Die Kultur der Gegenwart*, was pointed out in this *Journal* (December, 1912) in a brief mention of the appearance of the first volume of the second edition. The present volume is shorter by a third than the first, including a smaller range of topics. Also in its new form it is even a little shorter than in the first edition, for its additions are all brief, and a chapter on the connection between Greek plastic and Greek poetic art has been omitted, perhaps as too much in the realm of phantasy.

The volume includes five outline treatises: on Greek and Roman private life (by E. Pernice); on Greek art (by Franz Winter—Roman art, except for wall-painting, is left out!); on Greek and Roman religion (by S. Wide); on the history of philosophy (by A. Gercke); and on the exact sciences and medicine (by J. L. Heiberg).

Professor Pernice deprecates the inclusion under the generic title "Private Life" of many more or less loosely allied topics. He limits himself severely to the subjects of the house, clothing, marriage, birth, and death, though it is difficult to see why eating is not as essential a matter of private life as dressing, and the Romans would certainly have looked upon bathing as of equal importance. Pernice's introductory dozen pages are in some respects the most stimulating of his entire outline, which of course includes much that is of common knowledge. He gives reasonable warning against drawing too many inferences about continental house-structure from the large mass of fresh material of the Mycenaean epoch that Crete has placed at our disposal, insisting that building on the mainland pursued an independent development. The Greek house of the classical period preserved with persistent conservatism the general type of the house of the Homeric poems and of Priene. The Roman house with a *compluvium* Pernice agrees to be of Etruscan, and ultimately of Eastern origin, and not to be in any way a development from the old Italic type with a gable- or hip-roof. Some of the interesting problems of Greek clothing Pernice is content to leave with a *non liquet*; in treating of Roman clothing, which he does very briefly, he follows Amelung, with a reference, hardly necessary, to Marquardt², and one, which might have been more emphasized, to Blümner.

Franz Winter's discussion of Greek art is of course excellent, but can hardly serve as the student's introduction, in the unavoidable absence of illustrations. Wide's articles on religion are judicious and interesting, and his bibliographies and statement of problems deserving of especial commendation. He seems to be somewhat more at home on the Greek side, but then, Wissowa has overshadowed all others for Italy. The treatises of Gercke and Heiberg are declared by more competent critics than the present writer to be excellent for

their purpose; and all that remains is to emphasize again the indispensable character of the *Einleitung* as a guide for the serious student.

E. T. M.

Cornelii Taciti Annalium Libri v, vi, xi, xii. With Introductions and Notes abridged from the larger work of HENRY FURNEAUX, M.A., by H. PITMAN. Oxford: Clarendon Press, 1912.

The excellences as well as the defects of Mr. Furneaux's great edition of the *Annals* of Tacitus are well known. The work was much improved in its second edition, especially as the second volume had the advantage of revision by Messrs. H. F. Pelham and C. D. Fisher. The historical revision of this book was apparently the last work of Mr. Pelham before his all too early death.

The original editor had himself abbreviated part of his own work into the limits of a school edition of Books i-iv, and nine years ago Mr. Pitman performed the same task upon Books xiii-xvi, thus giving us a handy school edition of that portion of the *Annals* which covers the history of Nero's reign. This he has now supplemented by an abridgment of Mr. Furneaux's work on the extant books of the *Annals* that intervene between the contents of the two schoolbooks just mentioned. We therefore now have accessible a convenient edition of the entire text of the *Annals*, with English notes, in three inexpensive volumes. It seems rather a pity, however, that the first six books, covering the reign of Tiberius, are not now bound in a single volume, and the fragment of two books on the reign of Claudius prefixed to the earlier volume by Mr. Pitman on the reign of Nero, thereby giving us all the extant books of the *Annals* in two volumes of convenient size, and of logical grouping. Probably the dictates of the Oxford Examination Statute for Honor Moderations are responsible for the present arrangement.

It does not appear why Mr. Pitman's present volume, which is published five years after the revised edition of the second volume of Furneaux, is professedly based upon the first edition instead of the second. The abridgment is not usually a mere abridgment of Mr. Furneaux's wording. In a multitude of instances the epitomizer has entirely rephrased the language, even when the goal of brevity could have been more easily reached by mere excision of superfluous matter. The reason for this preference of paraphrase to mechanical condensation is not always clear, and not infrequently it is not to rhetorical or material advantage. Sometimes, indeed, the editor is evidently aiming at greater precision, but he does not always attain success in the endeavor. A single example must suffice: on xi. 35. 4, *tribunali*, Mr. Furneaux's note runs: "Such an erection was part of the 'principia' in a camp: cf. i. 18. 3"; Mr. Pitman's note reads: "the seat of judgment, one of the features of the officers' quarters ('principia') in the camp." Mr. Furneaux did not think it necessary to essay definition of terms at this place; Mr. Pitman does it in two details, but not well. The *tribunal* was, to be sure, on occasion a judgment-

seat (the reader needs only the text of Tacitus to tell him that without further assistance), but it was something more. And the definition of *principia* as "officers' quarters" falls equally short of the truth. A half-knowledge is frequently worse than ignorance, because more likely to mislead; and the art of combining brevity and accuracy in a definition is a difficult but a necessary art in a commentator. It requires precision and fulness of knowledge first of all, and this thing cometh not forth but by scholarship that is not altogether a following of other limited guides. It may also be said that the abridgment of another's commentary is likewise a "kittle task." I, for one, am not sorry that it is seldom attempted. The Roman age of epitomes was not one stimulating to literature, or to scholarship of any striking form excepting that of industry. But Mr. Pitman's book is usable as a class text, though I should find much to correct orally in the notes.

In passing, may I utter a brief complaint that the Clarendon Press has seen fit to omit page-numbers from the text in this book as in its excellent text-series? Their absence is a constantly irritating nuisance.

E. T. M.

The Public Orations of Demosthenes. Translated by A. W. PICKARD-CAMBRIDGE. In two vols., I, pp. 264; II, pp. 208. Oxford: Clarendon Press, 1912. 3s. 6d. per volume.

The speeches which Mr. Pickard-Cambridge presents in his English version in these two handy and well-printed volumes in the familiar green covers of the "Oxford Translation Series" are the thirteen which are generally held to be the genuine work of Demosthenes; the three *Olynthiacs*, the three *Phillipics*, *On the Peace*, *On the Chersonese*, *On the Naval Boards*, *For the Freedom of the Rhodians*, *On the Crown*, and *On the Embassy*. The text used is that of Butcher's edition in the Oxford series of "Classical Texts." The introduction, dealing with the life and character of the orator, is moderate both in extent and in the views set forth. Each speech is furnished with a short preface dealing with its historical setting, and there are some fifty pages of notes and a fairly full index at the end of the second volume. As to the quality of the translation it is hard to be enthusiastic. The translator says in his preface that he has "tried to render the speeches into such English as a political orator of the present day might use." If he means by this that he has tried to render them into good English, he has succeeded. His version is not only excellent as English prose but it is also accurate and faithful as a translation, neither too concise nor too diffuse. Unfortunately a close translation of Demosthenes into excellent English does not always result in inspiring oratory. It may be that this is inevitably so from the nature of much of the subject-matter, but one detects at times a pedestrian quality which may be due either to lack of insight on the part of the translator or to some inherent characteristic of our language. The great translation of Demosthenes will not be made until

someone with a lively sense of the oratorical possibilities of the English tongue, with a "perfect instinct for the rhythms and harmonics of prose," combined with sure and sufficient scholarship, tries the task and perhaps by large use of paraphrase turns these speeches into living English orations. There is no doubt that Mr. Pickard-Cambridge has the scholarship. It is from the point of view of art that his work fails to be completely successful. From the point of view of scholarly treatment of the speeches and the period to which they belong, the work deserves high praise and as a careful translation into contemporary English will surely find many thankful readers.

H. DE F. SMITH

AMHERST COLLEGE

A Cicero Composition. By HARRY F. SCOTT and CHARLES H. VAN TUYL. Chicago: Scott, Foresman & Co.

We have here another interesting attempt to combine the advantages of the *pari passu* and the systematic method in teaching Latin composition. In vocabulary, idiom, and subject-matter the exercises follow chapter by chapter the six orations of Cicero usually read. The presentation of syntax is in a measure systematic, though by no means in the strict order of the grammars. The principle seems to be to introduce first the constructions needed first, and so far as practicable to treat a construction in connection with a chapter in which it occurs. The first nineteen of the thirty-five lessons are given to verbal constructions and the remainder to the ablative, genitive, dative, and accusative, in that order.

Each exercise is preceded by a brief statement of two or three grammatical principles with a translated illustration of each. The grammatical terminology and point of view are in keeping with the best recent authorities. Complete references to the leading school grammars are also given. The twelve or fifteen sentences in each exercise seem well within the powers of the average class. A principle once introduced is reviewed in several lessons. A second series of thirty-five exercises, illustrating the same grammatical topics as the first series, is based on alternative selections from Cicero's orations and from Sallust. Representative entrance examination papers, a general vocabulary, and an index complete this very practical and promising little drill-book.

WARREN S. GORDIS

Aristophanes und die Nachwelt. Von WILHELM SÜSS. (Das Erbe der Alten, Heft II, III.) Leipzig: Dieterich'sche Verlagsbuchhandlung, 1911. Pp. 226. M. 5.

Aristophanes has had probably less direct influence upon subsequent letters than any other first-rate genius of Greece. It was a happy thought, therefore, to put a treatment of him so early in the series. Great, indeed, must

be the inheritance from antiquity if even Aristophanes has been a quickening force. One is surprised to see the range and the variety of appeal, and the sort of reactions aroused in the numerous examples here collected and analyzed.

Partial collections of material already existed in the shape of an article by Setti on Aristophanes in antiquity, and dissertations by Hilsenbeck, covering eighteenth-century German literature, and by Hille, on German political comedy in the nineteenth century, but Süss's work far overtops these in range and breadth of view, in penetrating analysis and explanation of criticisms, and in its vivacious and stimulating style. If this last be indeed the man, one readily understands the attractiveness of the subject to the author.

The book begins with a discussion of Aristotle's treatment of comedy, and the partial misapprehensions of the Old Comedy that have long persisted, due to the fact that his criticism was analytic rather than historical. The problem of Aristophanes' relation to Socrates comes early to the front. It is from these two points of view, an inadequate understanding of the genus, and moral indignation at what was felt to be a dastardly attack upon a saintly character, that Aristophanes has suffered most in the judgment of posterity. For every period Süss is compelled to meet the misapprehension and hostility that gather about these poles of Aristophanic criticism, reserving a final reckoning to the end. It is an interesting suggestion that we owe the preservation of Aristophanes to the romantic movement of the third and second centuries B.C., which expressed itself in an exaltation of the popular and primitive, *eine Vorliebe für das Apathetische*. The honorable roll of ancient scholars and scholiasts is recited, and a suggestive analysis made of their methods and viewpoints of criticism. The rare references to Aristophanes outside the ramparts of scholarship are duly collected, with, of course, especial attention to Lucian.

The following chapters on the "Renaissance and German Humanism," on "France," on the "Enlightenment" and the "'Sturm und Drang' Period" are extremely full. It is impossible to give any adequate outline of the treatment here. A partial list of some of the most famous persons treated may give a sufficient suggestion of the wealth of substance: Leonardo Bruni, Machiavelli, Zwingli, Hans Sachs, the author of *Eckhius Dedolatus*, Erasmus, Melancthon, J. C. Scaliger, Frischlin, Andreae, Ben Jonson, Fletcher, Rabelais, Ronsard, Le Loyer, Boileau, Racine, Madame Dacier, Brumoy, Voltaire, Madame de Stael, Bentley, Wieland, Lessing, Hamann, Platen, Goethe, the Schlegels, Tieck, Droysen, Gruppe, Julius Richter.

Last comes very properly the author's own criticism of comedy and of Aristophanes, his aims and art. Building upon the well-known studies of Zielinski, Poppelreuter, Koerte, and Bethe (and his own previous contributions: *De personarum antiquae comoediae Atticae usu atque origine* [1905], and "Zur Komposition der altattischen Komödie," *Rh. Mus.*, LXIII [1908], 12-38), Süss sees in the Old Comedy a fusion of originally quite distinct elements. There is first a series of loose burlesque adventures between a *bomolochos* (who is taken

to be analogous to Punch, Pulcinella, Kasperle, etc.) and a number of typical figures who are discomfited one after another by wit and horseplay. There is further a revel band, the *κῶμος*, now taking part in these actions and now quite independent of them. And finally the *agon*, a highly elaborated comical combat, that has also its analogues in a common type of folk-literature. Here a *bomolochos* generally plays the part of the *tertius gaudens*. This may not be quite the last word on the composition of the Old Comedy. It is difficult to identify the very different rôles which the protagonist of an Aristophanic comedy has to present with the Kasperle, who remains ever the same, no matter how varied the adventures. Nevertheless, the general theory is intelligible, and on the whole seems to satisfy more requirements in the conditions than any other. Süß is likewise of the belief that the new Comedy is an organic development from the old, and that Euripidean tragedy is not, as many think, its spiritual parent. Though conclusive evidence be lacking, he is confident that it will yet appear. (Cf. some interesting suggestions of his own in *Rh. Mus.*, LXV [1910], 441 ff.)

Finally, regarding Aristophanes' aims, it is refreshing to observe the sound common-sense view: "Aristophanes hat nicht die allermindeste ausserhalb seiner komischen Welt- und Menschenbetrachtung liegende Absicht"; and as regards his supposed championship of the conservative cause: "Es ist der Humor selbst, nicht Aristophanes, der . . . etwas Konservatives von Haus aus an sich hat." The whole Socrates question vanishes once we recognize in the learned fool a stock comic figure that takes the mask of one or another historical personage, according as he, or the class he represents, is believed to lay claim to a monopoly of wisdom. The book closes with an illuminating discussion of the nature of humor, and illustrations of its phases and applications in Aristophanes. The whole is a work of learning, suggestiveness and taste, appealing to a wide audience, and indispensable to the student of the Old Comedy.

W. A. OLDFATHER

Recent Books

Foreign books in this list may be obtained of Lemcke & Buechner, 30-32 West 27th St., New York City; G. E. Stechert & Co., 151-55 West 25th St., New York City.

- BELOCH, KARL JULIUS. *Griechische Geschichte*. 2 neugestaltete Auflage. I Bd., 2 Abtlg. Strassburg: Trübner, 1913. Pp. x+409. M. 8.
 BYWATER, I. *Aristotelis Ethica Nichomachea*. ("Oxford Classical Texts.") Oxford University Press, 1913. \$1.25.
 COLE ERMA E. *The Samos of Herodotus*. New Haven: Tuttle, Morehouse & Taylor Co., 1913. Pp. 39. \$0.50.
 DEMETRIOS, G. *When I Was a Boy in Greece*. Boston: Lothrop, Lee & Shepard, 1913. Pp. 169. \$0.60.

- FRASER, J. G. *Pausanias' Description of Greece*. Translation and Commentary. New and revised ed. New York: Macmillan, 1913. 6 vols. \$35.00.
- FYFE. *Tacitus, The Histories*. Translated with Introduction and Notes. Oxford University Press, 1912. 2 vols. Pp. 208, 245. \$2.00.
- GALL U. REBHANN. *Wandtafeln u. Modelle zur Veranschaulichung des Lebens der Griechen u. Römer*. 33 Taf. je ca. 58×78 cm. Wien: A. Pichler's Wwe. u. Sohn, 1913. M. 60. Einzelne Taf., M. 2.40. Begleitwort, M. 1.60.
- GOODYEAR, W. H. *Greek Refinements. Studies in Temperamental Architecture*. Yale University Press, 1913. Pp. 247. \$10.00.
- HOLLIDAY, W. R. *Greek Divination: a Study of Its Methods and Principles*. New York: Macmillan, 1913. Pp. xiii+309. \$1.60.
- Loeb Classical Library. New York: Macmillan, 1913. \$1.50 per volume.
- The Apostolic Fathers*, Vol. II. Translation by KIRSOPP LAKE. Pp. 402.
- Appian's Roman History*, Vol. III. Translation by HORACE WHITE. Pp. 576.
- Quintus Smyrnaeus*. *The Fall of Troy*. Translation by ARTHUR S. WAY. Pp. 640.
- Sophocles*, Vol. II. Translated by F. STORR. Pp. 494.
- The Emperor Julian. Works*. Translation by WILMER CAVE WRIGHT. Pp. 526.
- MILLS, T. R. *Thucydides, Book II*. Oxford: Clarendon Press, 1913. Pp. 134. 3s. 6d.
- THOMPSON, SIR E. MAUNDE. *An Introduction to Greek and Latin Palaeography*. Oxford University Press, 1913. Pp. 516. \$10.00.
- WILAMOWITZ-MOELLENDORFF. *Sappho und Simonides*. Berlin, 1913. Pp. v+330. M. 9.

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